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1-1-2005

## 2004-2005 Student Satisfaction Survey

Southwestern Oklahoma State University

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### Recommended Citation

Southwestern Oklahoma State University, "2004-2005 Student Satisfaction Survey" (2005). *Assessment Center Reports*. 81.

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***SOUTHWESTERN OKLAHOMA STATE UNIVERSITY***  
**SAYRE CAMPUS**  
**Student Satisfaction Survey**  
**2004-2005**

Of the 103 Sayre graduates in the 2004-2005 academic year, 22 have responded to the survey questionnaire. Collected surveys were sent to the Assessment Center for processing. This year the return rate was 21%. *Last year, a large group of questionnaires were returned unusually late, and revisions are included in this report.*

The Student Satisfaction Survey asks for students' perceptions of their acquired skills and knowledge. It also asks them to rate their levels of participation in campus activities as well as their use and ratings of campus services. Responses to items are presented in either means or percentages. The total number of responses to each question varies considerably. Therefore, tabulations noted in this narrative report do not include omitted, multi-marked, or invalid responses. Some generalizations from the data include the following:

- ◆ Southwestern experiences met students' needs related to intellectual and personal growth as well as preparation for further education and career either *very well* or *well* by 84%-94% of the respondents, which is similar to previous years. On a scale of one (*very well*) to four (*poorly*), this tabulates to an average mean of 1.68.
- ◆ Overall, 91% of the respondents reflect *very high* and *high* ratings of satisfaction with academic experiences and student services. An impressive 95% would *definitely* or *probably* recommend SWOSU at Sayre to someone who wanted to major in their field; the mean score of 1.32 is the most favorable over the previous five years.
- ◆ Experiences at Southwestern either *satisfactorily*, *well*, or *very well* prepared the graduates in a wide variety of personal and professional skills. Only five percent or less felt they were *poorly* prepared in any area. The strongest areas this year according to the tabulated mean are self-reliance, planning and organizing, lifelong learning, and writing.
- ◆ Graduates at Sayre indicated their understanding of various areas to be satisfactory or better due to their SWOSU experiences. The most satisfaction was found in the areas of gender issues, morals and ethics, racial issues, and computers and other technologies.

- ◆ Participation in activities on the SWOSU Sayre campus has increased in many areas (*sometimes, often, or very often*) ranging from 14% to 73% of the respondents. The greatest participation this year appears to lie in discussions of current affairs or world issues with other students (73%), independent study and research not for class or course credit (71%), activities or events related to career choice (68%), and discussion of campus issues or activities (63%). The least popular is still student government activities.
- ◆ Attendance at and/or participation in Weatherford campus activities by survey respondents (*sometimes, often, or very often*) falls between 9% and 23%. Religious activities and concerts are the most popular followed by campus lectures (not class lectures) and plays; the least attended are still campus dances.
- ◆ In rating the service that survey respondents received on the Sayre campus, only five percent or less were *not satisfied* with a given service. One hundred percent of the student respondents who used the designated services were satisfied with University Computer Labs, Enrollment and Transcripts, Snack Bar, Academic Advisement, Commencement, Career Planning, and Student Assessment (CLEP & advanced standing exams).
- ◆ The most important goals to those responding with their opinion are having strong friendships, succeeding in work, raising a family, marrying the right person, and continuing to learn, *highly important or important* to 95%. Order of importance declines from here as follows (the percentage indicates those who marked *highly important or important*): being independent (91%), being a leader (76%), working to correct social or economic injustices (64%), geographic mobility (42%), having lots of money (36%), and lastly, living close to your hometown (29%).
- ◆ Fifty-five percent of the respondents indicate that classes were offered when needed (down from 83% last year). Seventy-seven percent believe there were enough classes offered in their major for their degree (down from 86% last year), and 81% say there was enough variety of classes offered in their major. Fifty-nine percent graduated in the major that was their first choice, and half did not change their major.
- ◆ Ninety-five percent of the respondents who received academic advisement from faculty rate it as *excellent or good* (up from 79%); and, only 5% feel it is *average*. Fifty-five percent met with faculty members outside of class *often or occasionally*.

- ◆ While 23% of the graduates worked up to 20 hours a week, 64% worked 21 hours or more a week. After graduation, more than half plan to *continue toward a Bachelor degree at the Weatherford campus* (up 27%), 27% plan to *continue toward a Bachelor degree at another four-year institution*, and nine percent plan to eventually further their education. Thirty-eight percent *have a full time job that they will continue after graduation*; 29% will begin a full time position after graduation; and, 33% are or will be looking for full time employment.

***SOUTHWESTERN OKLAHOMA STATE UNIVERSITY***  
**SAYRE CAMPUS**  
**Student Satisfaction Survey**  
**2003-2004, Revised**

Of the 109 Sayre graduates in the 2003-2004 academic year, 73 have responded to the survey questionnaire. Collected surveys were sent to the Assessment Center for processing. This year the return rate was an impressive 67%.

The Student Satisfaction Survey asks for students' perceptions of their acquired skills and knowledge. It also asks them to rate their levels of participation in campus activities as well as their use and ratings of campus services. Responses to items are presented in either means or percentages. The total number of responses to each question varies considerably. Therefore, tabulations noted in this narrative report do not include omitted, multi-marked, or invalid responses. Some generalizations from the data include the following:

- ◆ Southwestern experiences met students' needs related to intellectual and personal growth as well as preparation for further education and career either *very well* or *well* by 84%-94% of the respondents, which is similar to previous years. On a scale of one (*very well*) to four (*poorly*), this tabulates to an average mean of 1.64.
- ◆ Overall, 75-88% of the respondents reflect *very high* and *high* ratings of satisfaction with academic experiences and student services. Overall satisfaction has returned to more standard ratings compared to last year's drop by .38-1.05 points. Eighty-three percent would *definitely* or *probably* recommend SWOSU at Sayre to someone who wanted to major in their field.
- ◆ Experiences at Southwestern either *satisfactorily*, *well*, or *very well* prepared the graduates in a wide variety of personal and professional skills. Only ten percent or less felt they were *poorly* prepared in any area. The strongest areas this year according to the tabulated mean are self-reliance, using computers for personal purposes, using technologies, and personal development.
- ◆ Graduates at Sayre indicated their understanding of various areas to be satisfactory or better due to their SWOSU experiences. The most satisfaction was found in the areas of the sciences, computers and other technologies, wellness, and government and politics or citizenship issues.

- ◆ Participation in activities on the SWOSU Sayre campus (*sometimes, often, or very often*) ranges from 21% to 46% of the respondents. The greatest participation appears to lie in the same three areas as the last couple of years: study sessions with other students outside of class (46%), independent study and research not for class or course credit (46%), and discussions of current affairs or world issues with other students (46%). The least popular is student government activities.
- ◆ Attendance at and/or participation in Weatherford campus activities by survey respondents (*sometimes, often, or very often*) falls between 9% and 26%. Athletic events and concerts are the most popular followed by religious activities and art exhibits; the least attended are campus dances.
- ◆ In rating the service that survey respondents received on the Sayre campus, only 10% or less were *not satisfied* with a given service. Satisfaction with services has shown little change over the past five years. Student respondents who used the designated services were most satisfied this year with Enrollment and Transcripts, Business Office (Cashier), University Computer Labs, and Student Financial Aid.
- ◆ The most important goal to those responding with their opinion is succeeding in work, *highly important* or *important* to 100%. Order of importance declines from here as follows (the percentage indicates those who marked *highly important* or *important*): marrying the right person (97%), being independent (96%), having strong friendships (94%), continuing to learn (94%), raising a family (91%), being a leader (67%), working to correct social or economic injustices (61%), having lots of money (57%), geographic mobility (48%), and lastly, living close to your hometown (41%).
- ◆ Eighty-three percent of the respondents indicate that classes were offered when needed. Eighty-six percent believe there were enough classes offered in their major for their degree, and 86% also say there was enough variety of classes offered in their major. Eighty-two percent graduated in the major that was their first choice, and 54% did not change their major.
- ◆ Seventy-nine percent of the respondents who received academic advisement from faculty rate it as *excellent* or *good*; and, 15% feel it is *average*. Fifty-one percent met with faculty members outside of class *often* or *occasionally*.
- ◆ While 32% of the graduates worked up to 20 hours a week, 47% worked 21 hours or more a week. After graduation, 28% plan to *continue toward a Bachelor degree at the Weatherford campus*, 13% plan to *continue toward a Bachelor degree at another four-year institution*, and 42% plan to eventually further their education. Twenty-two percent *have a full time job that they will continue after graduation*; 26% will begin a full time position after graduation; and, 52% are or will be looking for full time employment.